

1973

## Brockport 25

College at Brockport

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# BROCKPORT

Fall 1973

# 25



COLLEGE AT BROCKPORT CELEBRATES STATE UNIVERSITY'S 25th ANNIVERSARY

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# TO STEAL THE THUNDER

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ALL RIGHT. So twenty-five years isn't very long. But think of all the things that have happened, in the field of education, in the world.

Telstar . . . Polio Vaccine . . . Ecology Movement . . . Civil Rights Bill . . . Man on the Moon . . . The 18-Year Old Vote . . . The Drug Culture . . . Women's Lib . . . Black Power . . . Korea . . . Vietnam . . . Cambodia . . . Marijuana . . . Synthetics . . . Zero Population Growth . . . Berkeley . . . The Beatles . . . Legal Abortion . . . Automation . . . Computers . . . Ralph Nader . . . School Desegregation . . . Jeans Lifestyle . . . Coed Dorms . . . Xerox . . . Kent State.

No wonder we proudly celebrate the twenty-fifth anniversary of State University. As Wayne Dedman put it in *Cherishing This Heritage*, "confronted with this obvious need (of the flood of post-World War II students), and wishing to steal the thunder of their political opponents, the Republican leaders in the State Legislature and Governor Dewey took the lead in creating State University in 1948 . . ."

The thunder rolls on.

SARAH E. WATTS  
Editor





"ON bicycles built for all" read the caption of this picture from a '40s brochure used throughout this issue.

# LOOKING BACK

by Armand Burke  
Provost  
The Alternate College

WHEN I JOINED the Brockport faculty as a member of the English Department in 1947, it never occurred to me that my sojourn would be a lengthy one. Actually, I accepted the position under duress — my advisor at Columbia insisted on my taking a job that year. But why select Brockport? (One could select in those halcyon days of many jobs and few qualified teachers.) The salary was very low, and the village isolated, according to the standards of people like me who had been living and studying in New York City. Nor did the single permanent building inspire one with confidence in the College's current or future possibilities. But my canny advisor at Columbia assured me that major changes were in the offing for the Teachers College system in New York State.

The first impression one had of the life style among students and faculty in 1947 was the informal level at which the institution functioned. True, there were only 800 students and a small faculty, but Brockport worked hard at being a "friendly" college. Everybody seemed to know everybody else. Cheerful "hello's" were the order of the day. The president and dean held informal court daily, the former in the men's lounge and the latter in the cafeteria. Students milled through Hartwell utilizing every foot of available space. The returning veterans found the coeds extremely attractive so that romance blossomed on the campus, but the overtones were bucolic compared with the "cool" relationships today.

Although the small faculty was fairly well qualified, the intellectual tone of the campus was limited, partly because of the nature of the curriculum which concentrated on elementary education or physical education certification for all levels. Most faculty members felt quite comfortable with this situation, since most had been recruited from public school systems. And while the curriculum was apparently pretty much mandated by Albany, there was ample opportunity to develop new courses or redesign required courses in the liberal arts. The watchword in these, as in all matters at Brockport in those days, was gradual evolution, not sudden revolution. Pressure for scholarly research was practically non-existent and, indeed, one might become suspect if he were too aggressive in seeking publication. A faculty member, long since retired, literally "brought down the house" at faculty meeting discussions when he frequently raised the question: "But what about scholarship?" With a faculty primarily interested in teaching and in relating well to students, scholarship as we know it today at Brockport tended to be an avocation rather than a vocation.

Add to these easy circumstances the marked improvement in the salary scale and the rapid elevation in rank of those faculty members possessing a doctorate and one can realize why Brockport was attractive to many of us. In my own case, I found the first five years of my anticipated brief sojourn productive and challenging. Besides completing my doctorate in 1950, I was heavily involved in redesigning the basic beginning courses in composition and literature and in developing and teaching a wide range of upper level English courses. Even though I had spent far too many years in graduate school, this particular experience became a process of self-






FORMER PRESIDENT Donald M. Tower enjoying a joke with students on Class Day.

education, both enjoyable and productive. I doubt if such an opportunity would have been possible in a larger, more complex institution. Nor could one have enjoyed the everyday exchange of ideas and informal discussions with a wide variety of colleagues ranging from Eric Steel and John Chesnut to Clarence Styza in English, or Wayne Dedman and Mike Auleta outside the department.

Another pleasant personal experience during more than ten of my many years at Brockport was serving as coach of the varsity golf team. As the intercollegiate athletic program evolved, Ernie Tuttle astutely recruited coaches for minor sports from outside the physical education department. Even though it became apparent to some of us that the College had sufficient faculty in physical education to assume these coaching duties, we continued our roles for many years. Personally, the reward of working with students engaged in a sport that I loved was well worth the effort. A more enduring reward has been the many friendships with students that continue to the present time. Many of them have moved on to enjoy considerable success in teaching and in other professions, which represents a far cry from the days on the varsity golf team when their chief interests seemed to be sports, girls, food, and card playing.

From these few comments, it is easy to understand how Brockport had an initial attraction for people joining its faculty. Counterbalancing the pleasing aspects are certain negative recollections of early days in the SUNY system. After the first few years, I became increasingly aware of obvious Brockport limitations — the inadequate library, unspoken but recognized irksome expectations in faculty behavior or attitudes, the lack of solid fiscal support in many areas, the limited nature of the curriculum, and absence of strong SUNY leadership. If the job market had been good, I probably would have moved after 1952 (a recurrent phrase among academics). Instead, the market became constricted, and also by that year I was a full professor at a decent salary and could use my summers as an escape valve.

About that time I also had become very much interested in the concert-lecture series which SUNY had begun to support in the four-year colleges. Eventually I was to serve for almost fifteen years as chairman of the concert-lecture committee and to see financial support grow from \$1,200 an academic year to more than \$30,000. Working with students, faculty, and visiting artists was a truly worthwhile experience. For example, we had an arrangement with the Juilliard School whereby one or two of their



THEN when  
Armand Burke  
joined the  
English faculty,

most promising seniors performed at Brockport each year. Among the pianists who visited us were Van Cliburn and John Browning. Cliburn was all of nineteen and, according to the Juilliard staff member with whom I negotiated, a rather shy young man venturing forth on his first concert tour. Of course, Cliburn proved to be just the opposite and literally captivated the Brockport campus during the two days he spent here. Incidentally, his fee was \$175. Included was a free piano lesson for my diminutive four-year old son who, according to Cliburn, was at the perfect age to begin a career in music, despite his inability to count beyond ten.

Another Brockport advantage has been a liberal sabbatical leave policy which enabled me to spend two years in Europe — first in Italy during 1955-56 and in Germany seven years later. Almost all of us who have been at Brockport for ten years or more have used a sabbatical in a constructive manner. Some completed their doctorates; others, like Eric Steel or Manny Mougans, became accomplished European tour leaders or, like Betty and Bill Ruf, life-long Grecophiles. My favorite countries have been Italy and France, the first because of its people and the second because of the beauty of its countryside.

Those of us who were becoming bored in the late 1950s gained renewed interest in the College with the coming of Governor Rockefeller to the political scene. His support of SUNY has made it one of the truly exciting university systems in the United States. While Brockport appeared to benefit very slowly, especially in new facilities, the promise existed and sustained all of us. Eventually, the cornucopia had to spill over to Brockport.

This spill-over was accelerated with the arrival of President Albert Brown in 1965. My initial reaction to his administrative style was one of reserved caution. I felt that he did not value sufficiently what we had attempted and accomplished at Brockport; nor could I accept some of his proposals for shaping a new Brockport. Yet within a relatively short time I found myself part of his administrative staff.



NOW as  
provost  
of a new college.



In redesigning his administrative structure (a yearly ritual these days at Brockport and elsewhere) Dr. Brown apparently spread his staff resources too thin in the academic sector. To provide greater staff support for Dr. Gordon Allen, the Academic Vice-President, an assistant was needed. In the summer of 1967 I was invited to become Associate Dean for Academic Affairs and accepted the invitation.

Working closely with Gordon Allen for three years provided an unusual opportunity to gain insight on a broad spectrum of administrative concerns and problems. His style was naturally low-keyed and his judgment very sound. Over the years most of the older faculty members had become aware of Gordon's many virtues as a colleague and as a person. It sometimes troubled me that the many new faculty members were unable to become better acquainted with him. But during the few years we worked together he was increasingly preoccupied with the rapid growth of the College, student dissent, and occasional health problems. He welcomed my assistance and gradually shared much of his responsibility with me.

One had to be a fast learner in order to survive in the heady atmosphere of administration at Brockport from 1967 to 1971. The student population was growing at an incredible rate, new programs were initiated, hundreds of new faculty employed. Our late-blooming college was becoming a multi-purpose giant and the central moving force was President Brown, who seldom accepted "no" for an answer when confronted with a seemingly impossible situation. His eye seemed to be everywhere, probing our current strengths and weaknesses, developing concepts for new academic programs or approaches, and exploring ways to gain Central Office or community support for Brockport. All this occurred during a most trying time of student and national unrest. In retrospect, I am more impressed with the consistent success he achieved than with the few inevitable failures.

In a sense, I had to satisfy two clearly identified bosses during this time



and also serve as a buffer, placating students and faculty caught in the maelstrom of change and insecurity. Fortunately, I had the confidence of both the president and vice-president, which strengthened my ability to perform the many duties assigned me. Nevertheless, the job was extremely taxing, so that I occasionally yearned for the relative tranquility and security of the classroom. Without the solid support of administrators like Ralph Gennarino in operations and Alex Cameron in administration the position would have been untenable.

When Dr. Allen retired as vice-president in 1970, a new design for academic administration was unfolded whereby I became responsible for instruction and curriculum matters and Dr. John Crandall for the educational services supporting instruction and curriculum. This scheme called for close cooperation between the two vice-presidents and good communication with the president and all segments of the college community. For the most part this new pattern worked well, in that it permitted me to give my undivided attention to the many new academic programs recently established or in the developmental stage. More and more of my time was spent traveling to Albany to attend conferences or to win support for our new academic programs. Meanwhile, we continued to function with a very spare staff in the academic area at Brockport, despite the sharp increase in student population on the undergraduate and graduate levels. While Brockport had become perhaps the most innovative and successful four-year college in the SUNY system, it did not receive sufficient financial support to smooth the changes underway. Unless one could maintain a certain sense of detachment, he might easily be overwhelmed by the improvising required at all levels in every sector of administration or operations. The pressures of this situation left their mark on all segments of the college community.

When I first entered administration, my intention was to return to the classroom after three years, since teaching has always been my enduring interest. Whatever administrative ability I may possess can probably be attributed to longevity and opportunity to observe the ways of the world from a number of different perspectives. After four years I reminded President Brown of my original plan and asked to be relieved of administrative duties. It was agreed that I would continue as Vice-President for Instruction and Curriculum for one more year.

Subsequently, Brockport was invited to submit a proposal for establishing a time-shortened degree program to the Carnegie Corporation. This I wrote in collaboration with Dr. Burton Wolin, Vice-President for Administration. The proposal was funded by Carnegie. Early in this venture President Brown invited me to become director of the time-shortened baccalaureate program which was given semi-autonomous status as a college within the larger Brockport institution. As provost of the new program — now known as The Alternate College — I have worked with a small planning team since August, 1972. The first three hundred entering freshmen were enrolled in September, 1973.



Besides presenting students with new options for earning a B.A. or B.S. degree, The Alternate College challenges its teaching faculty to create a variety of learning experiences changing the traditional concept of what the delivery system and the process of learning should be at the undergraduate level. Those of us who have participated in planning for The Alternate College are excited about its possibilities for constructive change.

In retrospect, my career as a teacher and administrator at Brockport reflects the successes and vicissitudes of the College in that it has varied with the pendulum of change and illustrates how change affects an institution and the people who are committed to it. Brockport has been fortunate in retaining a core of administrators and instructors with a firm, ongoing loyalty to the College who have maintained a sense of commitment over the years. For the most part this commitment has been recognized and adequately rewarded. Even though the style of the two presidents serving since 1948 has differed markedly, both have enjoyed the confidence and respect of the faculty. Indeed, if one might level any criticism at the faculty-president relationship, it might well be that too many of us cling to the cozy familial relationship at a time when the College has long outgrown the feasibility of such a relationship. The extent and rapidity of our growth since 1965 will not permit us to turn back the clock.

It seems to me that Brockport is now entering a new phase in its development, a phase that will be very different from anything we have experienced thus far, in that there will be fewer clearly identifiable landmarks along the way. To a certain extent our present situation mirrors the condition of society as a whole: uncertainty, complexity, growing doubt as to how we should proceed. Fortunately, because of our decisions in the past, we are in a relatively strong position compared with other public and private colleges in New York State. While one can point to obvious weaknesses in the College, I would argue that our strengths support my optimism. In addition to our excellent geographical location, we have the advantage of a first-rate faculty, excellent students, a broad choice of academic programs, a supportive staff, adequate facilities, financial support, and capable leadership. Few of these existed in 1947 when I began my "brief" sojourn at Brockport. Had they existed, I would have had few doubts about the wisdom of a long-range commitment.

As I look forward to my new role in the Brockport community, I view it as one more of the interesting opportunities for involvement the College has presented during my long association with it. On the whole it has been, and continues to be, a good experience. □



# DEPARTMENT OF SILVER LINING



IAN HENDERSON in his early days here teaches music to Campus School students with Mark DeLancey, professor's son, at the piano.

ARMAND BURKE may have been here first, but look who came in that silver year of 1948:

John C. Crandall	Vice President for Instruction & Curriculum
James Fulton	Coordinator of the Intercollegiate and Intramural Athletic Unit
Ian H. Henderson	Dean for the Fine Arts
Leland Knab	General Mechanic
William Nestle	Professor of Curriculum & Instruction
Clarence Styza	Professor of English
Carol I. Timby	Assistant Librarian
Clifford Wilson	Professor of Sport Science

At a gathering of friends and patrons of Art (Dr. Arthur M. Lee, that is, who came here way back in '41 and retired some three decades later in 1972), "Jack" Crandall reminisced about Art and Architecture, the infamous temporary Building One:

*"Art's the one! For nearly a score of his thirty-one years at Brockport he was numero uno of Building One, which, until it fell before the inexorable demand for more parking space, south of Hartwell, had become the oldest temporary building in collegiate America."*



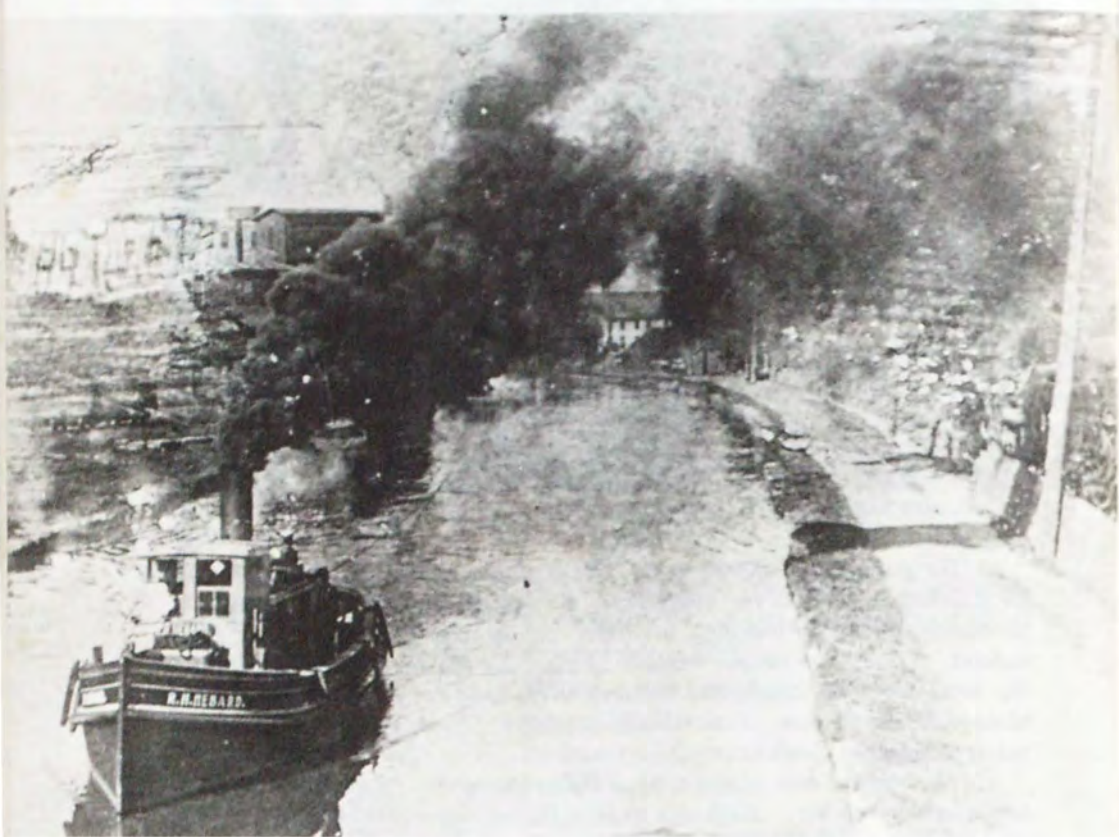
"JACK" CRANDALL when he was instructor of social science.

*"He pointed out the pedagogical advantage of the Building I setting for teaching history — the living past. He underscored the fact that it was absolutely ideal for teaching Medieval or the Colonial history of most nations. No need to obtain 'visuals' to illustrate the hard-living conditions. No need for long descriptive lectures. No need to evoke flights of the historical imagination. Just tell the students, 'Look around. What you see is what they got!'"*

*"He buoyed our spirits with daily — sometimes hourly — interior temperature reports. With his trusty thermometer — which he also affectionately called 'Arthur' — and a stepladder he took systematic readings at three altitudes: the floor, desk-level, and just below the timber line near the thirteen-foot ceiling. The average range in mid-winter, as I recall, was about 20-25 degrees; 45-60 at floor level and 70-75 neath the ceiling . . . ."*

*"He kept the materialistic 'young turks' of the department happy not only by the forceful example of his unfailing good humor and forbearance in the face of sustained deprivation but by making us believe that a secretary was an old-fashioned dish and a telephone a disastrous distraction from the contemplative life."* □





# A REFUGEE'S NOTES

by James Kunstler  
A graduate

IN CERTAIN CIRCLES, sooner or later, you start hearing these phrases: "vacuum cleaner," "the Hoover." They pop up — these remarks — with specific reference to anyone who went to school here, left and, for whatever reasons, returned.

"Hey, good to see ya! Hey, the Hoover's gotcha, huh?"

We all struggle to live our dreams. My own odyssey began the last day of the last exams I would ever take again, ever. The grass on the spreading Hartwell lawn shimmering and watery, fluorescent like a field of frozen tropical fish. Peacock feathers. My new leather bags are packed.

Shortly, a train ride through the slag heaps at Syracuse, down the groaning Hudson, and finally Grand Central, New York City, where bursting lunatics cried by themselves in phone booths and rogues shuffled to internal melodies and business went on as usual. Home.

The promise of a swell job, writing jokes for a TV show, was enough to get me out of the parents' cozy Eastside apartment and into digs of my own. The place I got was on 125th Street and Broadway, up in the ozone where Columbia University shakes hands with the Black Experience. My roommate tried to write rock and roll songs and thus get rich. (He later gave this up.)

One day my swell job expectations evaporated. I went to an interview with a TV big-shot. I wore a three piece pin-striped suit and a new (ridiculously short) haircut. The big-shot (at least fifty years old mind you) greeted me in a Porky Pig tee-shirt and old jeans. His gray hair was shoulder length. In my suit I must have looked like Rutherford B. Hayes's little brother, an absurd relic of a dead age. He said: "You won't do at all."

That evening, back in my own blue jeans, I strayed out to Riverside Park to reflect on things and watch the boats on the Hudson. It was July and I believed the angry moon would burn a hole clear through the sky. All across Harlem the people were drunk, doing crazy dances. The city itself seemed radioactive. If I wasn't so scared, I would've wept. It was time to move on.

What followed was a period of boomeranging up and down the northeast seacoast, from the Potomac to Cape Ann.



Then: Boston, Mass. The trolley lines carry you down to Copp's Hill burying ground where deceased whaling captains keep watch over the cold, cold sea. Across the River Charles, the lights of Cambridge, esteemed and admirable town, pulse like the eyes of a million stray cats. I went there to make a fortune.

For a while I had a job working for one of those gloomy modern concerns which sell term papers to rich morons. I spent one day in a cookie factory and got sick scarfing down hermit bars. A newspaper paid me to write about the private lives of drag queens, winos, wharf rats and hired killers. Once, representatives of the mafia called up to consult me on the feasibility of having my face rearranged. I met and had a conversation with a man who insisted that he was dead. One day, while watching a parade on Beacon Hill, a tramp took me aside, told me he had a gun on his person, and offered to blow my brains out. No thanks. It was getting hard to separate the grain from the chaff.

I ended up snuffling under the Longfellow Bridge one night with eleven and a half dollars in my pocket and no winter coat and the Christmas lights already strung across the Commons. It was all lousy luck and maybe a bit more.

I came back to Brockport. For a while I believed that I lost my chances for happiness in one of the Greyhound terminals of the great eastern cities. I think it was the delusion of a very young man who makes the mistake of forgetting that life is very long.

Tonight I'm sitting in the little park by the canal bank, on the site where Cyrus McCormick manufactured, in absentia, three generations of less than grim reapers. A clutch of folk — I guess that's what you might call them — are savoring the final moments of this brash summer day: five teenagers clucking over a six pack, happily obtained under false pretenses; a kid with his girlfriend, both shy, both abstracted and full of wonder; an old man baffled by the pizza parlor which has recently sprouted at the park's edge. I've seen them all before.

Things have a way of sifting themselves out here. There is a spiritual compactness to life in this village — a certain buffer against distinctly modern lunacies, one's own or the world's. If you have to take things as they come, at least here they come one at a time or in pairs. Not in legions, regiments, swarms. This is important, to me anyway, in an age which might be characterized as one of "acute disorder." I don't see where I'm obliged to suffer anyone else's disorder. I have enough of my own, and more than enough that I would rather care to do instead.

Fish. I have a line in the water and with any luck may catch a carp or a catfish, which, being prime garbage and useless, I will heave back into the water. And very likely catch again tomorrow.

The evening is so warm, as fragile and deep as a boy's dream. The stillness, as thick as a riot. Anytime anybody offers his opinion of what would be good for you, be polite. But don't pay the slightest bit of attention. Wherever you are, live your own dreams. □



## THE VILLAGE CIRCA 1948

by Emily Knapp  
Historian  
Village of Brockport

MOTORISTS WERE GETTING USED to the newly installed parking meters, as well as to the parallel parking.

A. D. Oliver retired as principal of Brockport High School, and Herman Vaughan became his successor.

Eugene Stull was Mayor of the Village, Trustees were L. D. Smith, Sr.; Fred Metcalf, Fred Gillespie, and Wm. B. O'Connell. Frank Jenkins was Superintendent of Public Works. James Costigan was Chief of Police.

May H. Epke was administrator of Lakeside Memorial Hospital. At that time the hospital was located on the west side of Main Street, the third house south of College Street. It consisted of sixteen beds and six bassinets. Later in the year, a committee was formed, and plans began to be made for a new hospital on West Avenue.

The Brockport Yacht Club observed its



44th anniversary.

There was daily train service between Brockport and Rochester, with the morning train leaving the village at 7:50 a.m., and arriving in Rochester at 8:30 a.m. Return trip left the "city" at 5:20 and arrived at the depot in Brockport at 5:52 p.m.

Bob Bruce's twelve-piece orchestra played for local dances.

The P.T.A. was a very active organization. There was talk of condemning the Grammar School because it was considered a fire hazard. A new elementary school was proposed that would accommodate grades K-6 and include the classes from the Clarkson school where grades 1-2-3 were taught for children in that area.

Football was played for the first time in Brockport High School history.

The "Quarter Club" for teen-agers met at St. Luke's Parish House each week.

The Landmark Hotel north of the present Post Office advertised for take-out meals (in your container) or you could enjoy a Sunday dinner special, which offered soup, juice, spaghetti, fruit cup, T-Bone steak, potato and vegetable, salad, dessert and beverage, — all for \$1.60!

General Electric began operations in its newly acquired plant on State Street.

Slip Casting Reels were being manufactured by Karge & Son on Clinton Street.

The Brockport V.F.W. Drum Corps was busy competing in various contests throughout the state.

Kenneth O'Brien came in second place in the Soap Box Derby.

Ground was broken for the start of the addition to the Presbyterian Church, which would become the new Sunday School rooms.

The Brockport Fire Department Auxiliary was organized.

A new six-inch water line was laid out on West Avenue, giving better water supply to each side of the road.

Kimberlin Drive was to be a new dedicated street.

Save-A-Nickel grocery store offered Beechnut coffee for 52¢ a lb., California oranges for 19¢ a doz. and round steak for 78¢ a lb.

Stores that advertised in 1948, in the "stands" we know today were:

E. W. Simmons Drug Store	now	Wolk Apparel
Thos. H. Dobson Rexall Drugs (and famous 1¢ sale)		Frieda Weber Dress Shop
Swartz & Brooks Dry Goods		Albert's Shoe Store
Houston's 5 & 10 (Record shop on second floor)		Factory Outlet
Fowler's Home Furnishings		recently Ten Men
Brockport Sprayer & Hardware		Mosher's Antiques
Metcalf IGA		Ingerson's Bakery
J. H. Engel Jeweler		George Engel Jewelry
Dunn's Home Furnishings		Tri-County Advertiser



THE OLD Grammar School situated on the Utica and Holley streets playground.



THE OLD Village Hall razed for the new Fire Hall on Market street.





Rose Flower Shop  
B.E.S. Equipment Co.  
Kishlar & Collins Hardware  
Endicott-Johnson Shoe Store  
Western Auto  
Archer's Feed Store

First Federal Bank  
Economy Laundromat  
1 Main Street  
Lift Bridge Book Store  
Fashion Bar  
Harmon-Hamil and Sunseri's

Other advertisers included Homer E. Rogers, Florists, Wayne Conrad — Hudson Sales & Service, Al Green — Cadillac, Bauch Chevrolet, Woodworth's Motors (Ford), Richards Boot Shoppe, etc.

James Lindsay had quite a collection of chairs and other antiques at the old Drive Barns on State Street.

Pete Mosher's Sportman's Shop was on Market Street.

"Song of the Thin Man" with William Powell and Myrna Loy was playing at the Strand, as well as other "oldies" including "The Road to Rio" with Bing Crosby, Bob Hope and Dorothy Lamour.

Herbert Vaughan succeeded Peter DeFelice as Fire Chief.

The thirty-fifth annual Capen Minstrels were held.

The American Legion was making plans for their new building on West Avenue.

In the late summer and early fall, long lines of tomato-laden trucks waited their turn in line for the unloading at the local A&P factory, and the air was filled with the spicy odor of ketchup once more.

Taxpayers voted to acquire the house on King Street that was to become the Town of Sweden offices for the next twenty or so years.

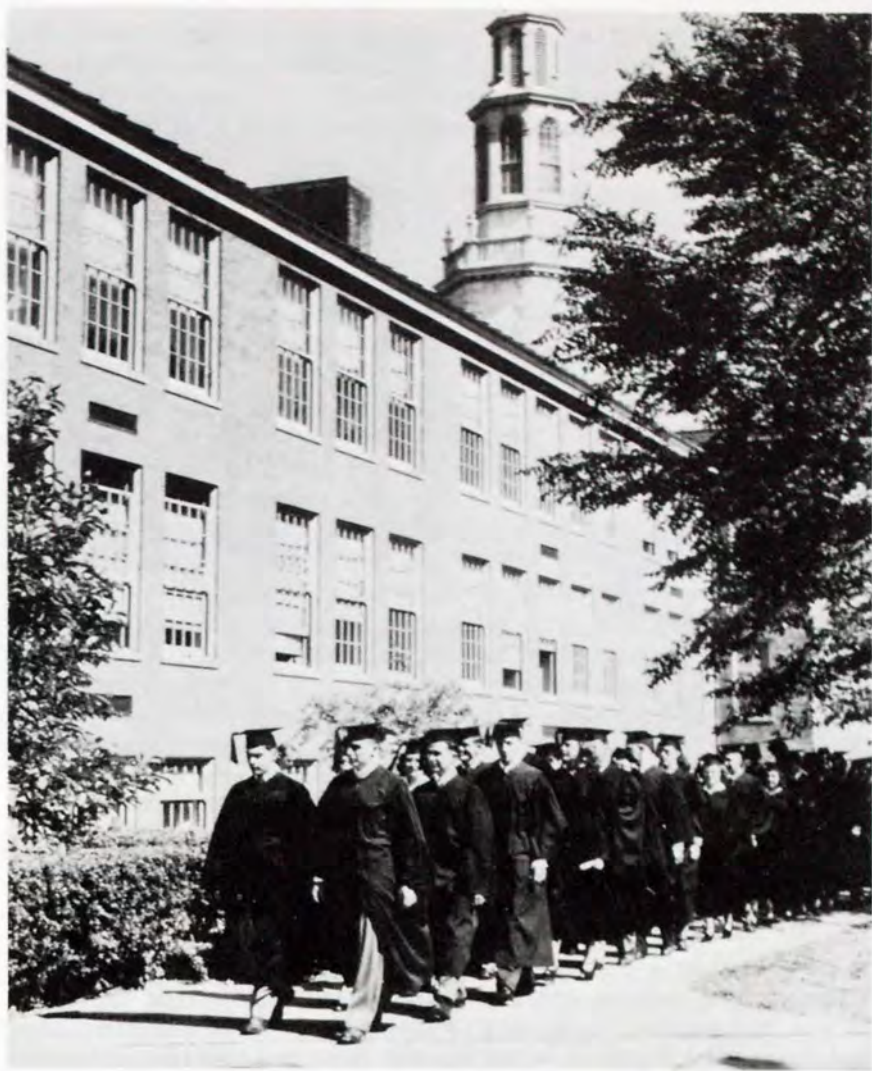
Harold Nelson was Supervisor for the Town of Sweden, Herbert E. Norton was Town Clerk, Police Justice was Enos Benedict. Justices, Paul Hanks, Sr. and E. A. Northrup. Councilmen were Wm. Laack and Kenneth Heinrich. The Welfare officer was Hugh Constable, Public Nurse was Mrs. Keith Scriber. Historian was Corinne Root, Assessors were Grover Stickney, C. V. White and Fred Shafer. Supt. of Highways was Ed Cotter, and the Health officer was Dr. Horace J. Mann.

The Boy Scout cabin on State Street was dedicated following the parade on Memorial Day.

Harold Dobson was Grand Master of the Masons.

Ex-Service men were registering for the Draft. The first from the Town of Sweden was Edward Brundage, Jr. and the first from Clarkson was Mate Jenk.

The Roller Skating Rink opened on Clinton Street at the foot of the High canal bridge on the south side of Clinton Street. □



Past and present  
faculty, students,  
administration and alumni  
are all

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## PARTS OF THE WHOLE

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by Tom Martin  
Alumni Director



THE WHOLE IS EQUAL to the sum of all parts . . . that's a pretty valid statement of fact. We seem to accept this statement quite easily in almost every context. Look at the evidence: What's a hot dog without a roll? What's a manhattan without a cherry? What's a Manhattan without a mugger?

But, like all good, hard facts, there are always exceptions. One of these applies to our life here at the College — What's a college without alumni? We don't just mean the semi-annual times when alumni are given their day on campus, and we don't mean the fund-raising potential of a large body of former students. We are talking about the combination of faculty, students, administration and alumni that adds up to the statement of what a college is.

There is *nothing* about the College today that does not somehow reflect the impact of students and faculty that came before. A pretty strong statement to be sure, and certainly one that would be challenged by an alumnus walking on campus and feeling like a total stranger. But, let's put down some for-instances and see what happens. This being the 25th Anniversary of State University, and the 107th year of the College, we ought to be able to come up with some fairly strong evidence.

For instance — a group of students back there somewhere got together and asked a faculty member to direct them in a play. A later group made a highly successful production of Guys and Dolls dance across the Hartwell stage to USO stages in Europe. Today, a department with thirteen faculty members, a magnificent theater building, and about thirty productions a year is the result. And everytime something new is done, it will have been built on what came before.

For instance — today, we have a program on the campus studying the sociological aspects of sports, because some time ago a faculty member saw that there was interest in a course on why individuals compete, because students asked why winning was important.

For instance — one day someone noticed a man with grey in his hair walking across campus, and he wasn't a faculty member or an administrator, or from plant management. Someone else saw him sitting in classes, and finally get a degree. It began to make sense that preparing for a new career wasn't restricted to the young. You will see a number of people with grey hair today, walking on campus, as part of the Mature Adult Program.

You can't take these developments, place them on a chart and assign names to the principal characters. At least not in most instances. Even if you could, time and circumstances would probably have removed all traces of any recognizable pattern in the minds of those involved. Certainly in the minds of those here now.

But that doesn't negate the original thought. An anniversary celebration, the dedication of new buildings, and homecoming weekend all rolled in to one gives this idea strength, in fact. What is an anniversary if not a tribute to building on the past? Doesn't the construction of new buildings come about because former students and faculty numerated needs that are



IT CERTAINLY ISN'T the same as when bobby sox were worn.

reflected in those buildings? And Homecoming — doesn't that single word connote a family affair?

Some alumni will go away from these events saying, "It certainly isn't the same as when I was here." Some students will object to the many "outsiders" who will peek into classrooms and lounges, and there will be administrators who will find catering to the public more demanding than hammering out budget proposals.

But maybe after the festivities are over, the speeches delivered, the flowers discarded, and the bass fiddle is back in storage, something else will remain. Perhaps it will simply be an event to become part of a new past.

Maybe having all the "parts" together again will give us a clearer sense of the "whole". Maybe the most truthful reply to the statement "the campus has changed" is that the alumni have changed as well. Whether we're talking about the campus, or your old neighborhood, there is always a sense of loss felt while revisiting. Buildings get old and buildings get new. Faces do the same. But attachments don't. Your past is our past. Our present is your present. Their future is our future. Day by day and year by year there are just more aspects added to all that must be considered parts of the whole — parts that keep redefining what the College is. □





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# ECHOES OF

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by Judith Williamson  
Director of Publications

1948. HANDS ARE THE THEME of the *Saga*. Hands shaking other hands. Taking tests. Scrawling in the corner of a desk "Give me Liberty or give me Brockport." Planting ivy in the name of tradition. Twenty-five years ago. A saga. A tale of people.

A knight sits astride a horse in Quixotic fashion. A man who lives for honor, expressing the optimism of past Brockport years. A *Saga* cover in memorial to the class of '48.

A retelling of the baptism to knowledge. The growing pains of a college and a college life. Going away to school.

*"I noticed the maturity of students today. When we went to college we were still children," recalls Elizabeth Schrader, '48.*



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# THE PAST

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Freshman year. Then and later. What year is this? 1945? Isn't all the killing senseless? Yet the war is as far away as a German invasion. Or a Vietnam bombing. What year is this? 1973?

What has happened since? Lives are still going on. People are still living out four years at Brockport. What has happened to those people — what are they doing now? What are they thinking?

*Barbara Bates Carson, Class of '48: "I don't feel like part of an older generation — but I guess all that was a while ago."*

Was it twenty-five years ago that Hartwell was the only building on campus? The basement housed a cafeteria, and there was even a bowling alley then.

*"You had to set your own pins up in those days," remembers Mary Lercher Ennis, Class of '48.*



Could this be the same school where once it had been a hassle to take any course outside the realm of a teacher's curriculum?

*She was Mary Lercher then. And class president in '48. "Once I wanted to take an interior decorating course. We had to get a petition up. Eleven of us signed it, and they still wouldn't let us take it, even though it would have been a good thing for us. Something we wanted for our homes."*

Pieces of the past. Rearranged to build a future at Brockport. Perhaps it was personal then. Professors on a first-name basis after class.

*"The atmosphere has changed. Isolationism, I think you'd call it. There isn't the same closeness . . . but perhaps that can't be helped," says Betty Fleming Chugg, vice-president in '48.*

Now crowded lecture halls. Unfamiliar faces in hallways. Distant professors. Not always. Sunny summer sessions on the lawn. A teacher's nickname that's endured. A frisbee game, spontaneous, among strangers

*"You can always find your niche, size doesn't have to make a difference." (Elizabeth Schrader, secretary '48).*

Growing pains of the College. Unfinished buildings. A new apartment housing. An underpass, the high-rises. Carpets, laboratories, stages.

*Bill Wing. Alumni vice-president 54-56: "It's been years since I've been associated with the College. My wife went. And my son for a year. The school has grown. Like Parkinson's Law. The work fills the space." More buildings, more teachers, more students.*

And what about the teacher's school? Has the idea vanished? Has it been destroyed with the feeling for tradition?

*Betty Chugg enjoys the new thinking of her teaching assistants. The profession has the same influence now as it did then.*

*"It's frightening. But teaching is not a dictatorship. Children are individuals with individual needs and individual dreams. That's how they learn." Now and then.*

*"We reminisce about Brockport, but my student teacher will admit she doesn't know the Brockport alma mater. Perhaps they've lost some school spirit, but I don't know that it makes a difference," says Elizabeth Schrader.*

Brockport wasn't that long ago. Now Spring-In replaces Spring Formal, but the idea behind the event is the same. Part of the college experience. Psychological tests have replaced intuition, but the blackboards remain as a symbol of education past and present. □

TWENTY-FIVE YEARS IS A LONG, long time. At least, that's what I've been told.

Throughout my life I have been conditioned to believe that the difference between life now and life twenty-five years ago is incomprehensible. Like every other kid in America I have been brought up by a father who used to get up "at the crack of dawn" to do his chores, then run five miles to the one-room school-house. After trotting home at night he would sometimes take a nickel of his fifty-cents-a-week earnings and go to the bijou. Yes, those were the good ol' days, the days when a dollar was worth something.

Take Brockport, for example. Twenty-five years ago, in 1948, Brockport is pictured as a one-building college with a few hundred pre-bobbysoxers milling around talking about things that don't really matter. Things were cheap, and life was just good wholesome fun. Even the student government was probably little more than a sociable get-together for the officer-athletes and their girls.

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# KOOL

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# AID

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# DAYS

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by Mark Twombly  
A student





I have learned, however, that that view of the past might make a good Eastside Gang comedy script, but little else. Life was relatively good in Brockport in 1948, but things were not all that cheap. Students were paying \$1.25 to see Irene Dunne and William Powell in "Life With Father." And the student government was surprisingly sophisticated and powerful. In fact, after twenty-five years and 9,000 more students the student government at Brockport has in many ways changed very little.

The vice-president of the Student-Faculty Association (as it was then called) in 1947-48 was Terese Knapp, a general education senior. Now she is Mrs. Terese Metzger, a second grade teacher at St. Cecilia's and a resident of Rochester. And although a few of the old memories are just too dim to conjure up, she can still recall the flavor of her year of service.

Mrs. Metzger began her term as vice president at a time when the nation and the college had a positive outlook. The war was over and this meant that the male enrollment at Brockport would increase from three to a more sociable level. The one potential national controversy — the atom bomb — was viewed as a necessary way of ending the war. "It was a happy time, a great time," says Mrs. Metzger.



There was very little dissent over national, local, or even College issues. The *STYLUS* was running editorials welcoming freshmen and urging them to carry on the grand traditions of Brockport State Teachers College. The most controversial editorials called for more ashtrays and garbage cans around campus and more weekend recreational facilities. There was really very little to get angry about, or so it seems. All of this made for a slightly irrelevant feeling among college students. It was the kind of atmosphere though not so blatant, that is portrayed in many of the 'B' films of the late '40s and early '50s dealing with college life. Even Mrs. Metzger admitted, "one of the biggest problems was wondering if you were going to get invited to the prom or not."

Against this bowl of cherries backdrop Mrs. Metzger decided to run for vice president. Consistent with the times, she was not motivated by a strong sense of civic duty or outrage over the student condition. Rather, it was more a continuation of her high school involvement in the student council. She ran on a party ticket, the name of which is one of those too-dim memories, but the parties were organized along lines of friendship rather than ideologies. "I can't remember the platform we ran on or the difference between parties," she concedes, "More or less the personalities entered the race."

The campaign seemed to be less of an emotional strain than waiting to hear the results of a history quiz. "It was more darned fun. We had campaign parties where we would make up some kind of kool-aid mixture called aferschnafel or something. Then we invented crazy slogans like 'aferschnafel in every home'."

The students seemed to think Mrs. Metzger's ticket had the better slogans, or better kool-aid, and voted them in.

The structure of the Student-Faculty Association then was quite different from today's student government. There were seven officers and a council with two representatives from each class and two faculty representatives. Although a structure like that, with faculty having voting rights, would be sneered at today, Mrs. Metzger was quite pleased with the arrangement. "I liked the faculty representatives. They had only two votes so they couldn't override legislation. And it was great to get their ideas." Today there is an entirely new structure with more and different officers, a student senate — minus faculty — to replace the council, and a student court. There are other differences. The character and mood of students has changed, and nowadays there is less a feeling of irrelevance than confusion. And student government itself has a more somber and serious tone about it. There are no campaign parties, and the slogans are more political than "aferschnafel in every home." In the 1973 campaign there were some touchy moments. The commissioner of elections listened to several heated complaints about campaign procedures, and one losing candidate even threatened to contest the election in civil court.

Despite the differences in personality and structure of old and new student government, there is common ground: money. Money is the base from which student government has always drawn its power, and it is what



makes the SFA of 1948 so similar to the BSG of 1973. The students who attended Brockport State Teachers College in 1948 paid a \$20 activity fee. This gave the SFA \$24,000 a year to work with, from which they financed all activities. 1973 students paid a \$65 fee. With an enrollment of over 10,000 BSG has an annual budget of around \$500,000, most of it disbursed among the eighty or so clubs and activities. In a statement that must be repeated every year Mrs. Metzger says, "There was a big hassle over the budgets each year. Each club would submit a budget and we would tear it apart. It was like a national issue to me."

Twenty-five years haven't cured all of the problems either. Because of the costs involved one of the areas that has been especially troublesome for past and present student officers is athletics. During Mrs. Metzger's undergraduate days the athletic events were immensely popular. They were the biggest social happenings of the year. "There was a great spirit behind athletics," she says. "We used to travel all over following the teams. We even used to hitchhike to the games." Even with such an avid following there was controversy. "We were up all night on some of the budget meetings," remembers Mrs. Metzger. "Football was a new sport, and it required a lot of money. Soccer and basketball were also big. A lot of people were for athletics, but some thought that they got too much money." Athletics received \$12,800 of the \$24,000 budget in 1948. Today athletics gets about \$136,000, or twenty-eight percent of the student government budget. More students with different interests have caused the percentage to drop. But the budgeting headaches remain.

The faces change, the atmosphere changes, and some of the rules change. But, so far at least, the role has pretty much remained the same. "We had quite a bit of power then," boasts Mrs. Metzger. "Most everything went through SFA." Even the president of the College, Dr. Tower, met with them "very often."

Where the current student government far outstrips the old is in the extent of its influence. "We never had any idea of having a say about who should or shouldn't be teaching," says Mrs. Metzger. "We might have talked about a dress code, but we didn't have much say in overall College policy." Ronnie Marmo, the current president of Brockport Student Government, is especially interested in making sure that students have some voice in tenure discussions. She is also on a committee which is investigating a new College governance setup. What student government has lost in close knit congeniality it has gained in respect and influence.

The changes, or non-changes, that have evolved in student government over the past twenty-five years have simply followed changes in the students. Mrs. Metzger thinks today's students are different. "I can't understand their lack of involvement in student government," she says. But a 1948 *STYLUS* editorial seems to indicate that perhaps things are not all that different: "It seems rather unreasonable for so many students to complain about class affairs and student government, when they seldom, if ever, avail themselves of the privilege of attending meetings . . . etc., etc." □

# RIGID RULES



excerpts from a sociology seminar paper

by Eliese Hetler  
Associate Librarian

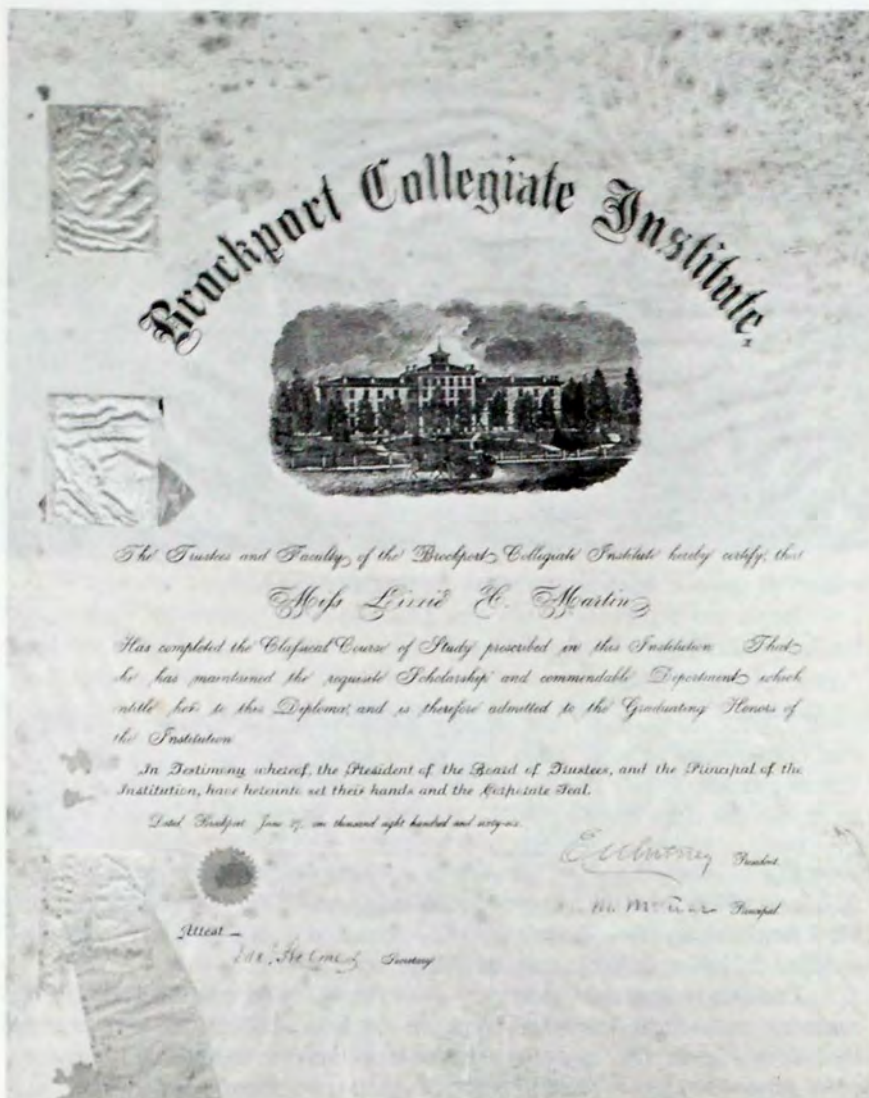
*ONE GETS the feeling from reading accounts of last century's education that conforming to rigid rules was much more important than any intellectual pursuit. When the faculty at Brockport wanted to include deportment into the class standing of the pupils, they supported just such an idea. One must conform to set standards and not question too much.*

*The students rebelled, as was to be expected, against oppressive restrictions. They taunted their teachers whenever possible. But their views were turned away from the world, and even when riots took place, they were only for the cause of better student living.*

*Today's students still carry on their pranks. But a whole new idea of a student movement has taken shape in the United States. Out of love for their fellow men, the students are trying to be our conscience where the older generation has so miserably failed.*



The year was 1834. In the newly incorporated and chartered village of Brockport, New York, the religious yearnings and the educational aspirations of the villagers were brought closer to fruition as ground was broken for the construction of the building which was to open its doors the following year to the first group of students to attend the "Baptist" Brockport Collegiate Institute.



None of the good people of Brockport would have believed then that the institution that they were so diligently giving their financial pledges to in 1832 and 1833, would by the year 1973 have changed from the small Baptist college to a New York State College of Liberal Arts with over 10,000 students. And they certainly would not have believed that in the spring of 1970 students at Brockport would engage also in violence by fire and window breaking in a student rebellion.

When the first students arrived at the newly opened Brockport Collegiate Institute they were met with most restrictive By Laws regulating their behavior at the school and they soon rebelled in a docile way with pranks and deceptions to ward off the ever watchful eyes of the faculty.

Student life at the Institute, as reported in the first available catalog for the year 1842, was most restrictive. The students appeared to be constantly under the watchful eye of one of the teachers inside and out. True to the educational tradition of the day, every move of the student was closely prescribed and so were the kind of studies that he was to pursue. The catalog describes the government of the school Thus:

The discipline of the Institute is designed to be persuasive and inductive. It is the opinion of those who have its management, that a child may indeed commit to memory with great expedition, while under the fear of the rod, but when the incentive to action is laid aside, and the child has become a man, very little of his knowledge will be available from the fact that the object for which he studies will not remain as far as manhood. But what the student learns from a pure desire to know, and to become useful in life, will without question, be a fountain from which he can draw in all coming time.

Students who will not conform to the regulations of the Institute will first receive suitable warning; if they fail to reclaim them, they will without delay be dismissed.

Finally, the Catalog gives the only sign of recognition that young people might also be interested in some form of social life and contact and would not want to work, pray and study at all times. The description of social life in the Institute of 1842 must have cheered the hearts of all the "Ladies" and "Gentlemen" who were so strictly separate at all times. Here they were actually encouraged "to meet with the teachers frequently in the parlor, to spend a few hours in a friendly interchange of views and opinions."

The Catalog warns the student that a regular account will be kept of the students' scholarship and that it would be made public at the examination. The latter was described in one of the issues of the local newspaper.

As if all these somber admonitions were not enough to frighten the incoming student, two pages of "By-Laws" were also attached, spelling out rules for behavior.

In these By Laws, the Ladies are again reminded that they may not receive calls from gentlemen in their rooms. The students are also warned to refrain from keeping fire-arms in their rooms; told that they may not



C. J. Johnson, Secy.

At a Meeting of the Trustees held in the room of Mr. Tooker  
the Principal on Tuesday Morning Feb. 16. 1847.  
Present. Isely, Baldwin, Down, William, Broomfield, Whitney,  
Barnard, Roby, Cook, Fuller, Hanson, -

J. Fuller in the Chair -

The Object of the Meeting being to confer with different students who  
had been guilty of disorderly conduct in the institution & elsewhere.  
Such as playing cards &c. and upon consulting with them found  
that card playing had been practiced quite often & by a number  
of the students. - the following Resolutions were passed - viz,

NOTES of meeting on disorderly conduct from the Secretary's Book of Records for the  
Brockport Collegiate Institute. 1841-1854.

play any games of cards and that they should not wrestle or engage in any  
kind of athletic games in the halls, and finally that no student should leave  
town or be absent from exercises without permission, or leave his room after  
the hour of ten.

In 1842 apparently, drinking, smoking and profane language were  
recognized as problems. For the By Laws of that year include the following  
Article:

No student may visit taverns, groceries, or other public places for the  
purpose of pleasure or entertainment; nor use intoxicating drinks or  
tobacco in any form in this Institute or on the grounds; nor employ  
immodest or profane language of any description.

By 1844, the social club of the nineteenth century also reached the  
students of the Brockport Institute in the form of a Literary Society. For  
most of the century this proved to be the main social outlet for student  
activities by providing all types of entertainments, poetry readings and  
social gatherings. Even though these were supposedly student organizations,  
the faculty again and again reports and discusses every minute detail of  
their activities.

In spite of all these careful rules laid down for the behavior of students  
and the voluminous records kept of recitations and deportment, the students  
managed to frolic.

1847 must have been an especially memorable year, perhaps not be-  
cause the students were more unruly than other years, but because the new  
Principal, Jacob C. Tooker, took serious offense when he discovered juvenile  
misbehavior. On February 16th he called a special meeting of the Trustees:

Object of meeting is to confer with different students who have been  
guilty of disorderly conduct in the institution and elsewhere such as  
playing cards etc. . . . Resolved that any member of the Brockport Col-

legiate Institute who shall be convicted of playing cards or having playing cards in his possession hereafter in said Institute shall be publicly expelled therefrom forever.

On the same page the faculty also voices concern over rowdyism which grew out of rivalries between village boys and those of the Institute.

When fire destroyed the Institute in 1854, "tradition had it that the fire originated in the room of a sinful student who, failing to attend church for the Sabbath as was required, was wickedly engaged in making candy and in some manner ignited the room."

Purged by fire, the newly opened Institute took a large step forward and permitted a somewhat freer contact between the sexes. The Catalog of 1857 lists:

*Social Arrangements.* The Design of the Institution is to combine all genial and refining influences of home, with systematic and thorough intellectual cultivation. To effect this object, the ladies and gentlemen, who occupy separate wings of the edifice, meet together, not only in the Chapel, the recitation and Dining Rooms, but also with the teachers and their families in the Drawing Rooms of the Principal, for family prayers in the evening, and frequently on other occasions to enjoy opportunities for conversation and amusements, and to accustom themselves to the forms, courtesies and etiquette of refined Society. The younger pupils, especially, enjoy the same freedom and familiarity in the rooms and with the family of the Principal as at their own homes.

In spite of all the rules and supervision, the local newspaper reports: "That some cases of dismissal have occurred during the term as the result of a determination on the part of the faculty to enforce that discipline requisite to the preservation of good order." Perhaps these were the fellows that at one time "obtained passage from their bachelor quarters into the young ladies sanctum by breaking a hole through the wall of an empty room on the men's side of the building into an empty room on the women's side. This breach in the barrier was concealed by a packing box placed in front of the opening."

Not much change in curriculum and attitudes is shown in the pages of the following Catalogues of the Institute, except that for the first time in 1864 physical education is mentioned:

The spacious grounds afford ample room for the various athletic games to which youth so naturally resort. A portion is assigned exclusively to the young ladies, where they have various facilities for encouraging healthful exercise, music, both vocal and instrumental, is also encouraged, not only as an art and an accomplishment, but as a means of promoting health and happiness.

With last concession to modernity, a new era of education in Brockport was about to begin. □



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# A CONSTANT CONCERN

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by Jack Williams  
Director of News Services

TWENTY-FIVE YEARS AGO students came to Brockport for the very practical purpose of learning how to be teachers. Since then the College has developed into a place that attracts students who want a liberal education, an education that gives them a wide and deep view of the world. But, there is still a concern at Brockport with educating students who can deal with some important day-to-day problems. A prime example of how some Brockport students learn how to handle the very real problems of real people is the nursing program.

"MY FIRST CASE was a terminal cancer patient." The dozen or so people sitting around the table in the room with the pale green bunches of pears on the wall listened as Lyla Hogle talked. "The physician wanted someone to visit her. She was sixty-five years old and her husband was seventy. He did everything for her. She was hyper-tense and rapidly deteriorating. I went three times before the physician visited again and re-admitted her to the hospital because he thought she had three to five days to live. I called the hospital a few days later and they said she had been discharged to a nursing home to spend her last few days in someplace more comfortable. She died a few days after that."

Many things go on at a college, and Brockport's Campus Dining Room — the old white house on the lawn in front of Hartwell Hall where Dr. Donald M. Tower lived when he was President — somehow seems to be an appropriate place for the kinds of things often associated with a



HEALTH has been a constant concern of the College — whether training teachers in '48 or nurses today.

campus. It has that — how would you describe it — that somewhat-frayed-at-the-edges-but-still-respectable look that we might associate with long afternoons over glasses of sherry and scholarly talk. Afternoons of haggling over the fine points of a visiting poet's verse. Afternoons of plotting the latest campaign in the bureaucratic wars. Afternoons with abstract ideas. As we listened to Lyla Hogle and ten other Brockport nursing students tell about the seven weeks they had just spent as community health nurses we wondered how often the outside world — a world in which men and women and children cope with serious illness, one in which people grow old and lonely and sick, a world in which people die — intrudes upon the room with the pale green bunches of pears on the walls.

"Yes, I guess you could say our students must deal with things, such as death, that other students usually do not have to face," Dr. Doris T. Geiss said later as we talked with her. "The students in dealing with death and other things have to come to grips with any discrepancy between what they believe as a person and their role as a professional. Part of what they get in their theory classes is how does one respond in terms of the patient. They have a chance to explore their responses, and they and their instructors try to work it through. We also have other professionals come in to talk to them."

Visiting homes where people need help is part of the Brockport nurs-



ing program that includes classroom work and practical work in hospitals and homes. Dr. Geiss, who heads the nursing department, explained that today there is a focus on "health" instead of only illness; with preventing illness, with keeping people well instead of just caring for them in hospitals. The nursing program is a professional one, which means that when students leave Brockport with their bachelor's degrees they are expected to be able to go to work in a hospital, as a community nurse, or in other jobs that require someone with professional training. Dealing with real people and their real problems is part of learning the profession.

Ms. Hogle and the other ten students who talked about their cases that day in the room with the pale green pears on the walls had just spent seven weeks going to homes, trying to determine what the problems were — and some were complicated — and then making the decisions about what should be done. The meeting was their opportunity to report to Ms. Elizabeth Kohler, the supervisor of the Adams Basin Office of the Monroe County Health Department, and to Sister Marian Elizabeth Schantz, an assistant professor of nursing at the College.

It became obvious while listening to them that the problems dealt with by community health nurses are often much more than the physical ones of disease.

Janet Little told of her "two challenging cases." The first was a twenty-four-year-old mother of four children who had been referred to the Health Department by the Social Services Department. Ms. Little said the mother seemed to have a mental problem: she smiled when there was no reason to, she stared at the wall, her nine-year-old daughter seemed to do most of the talking for her. After two visits the woman refused to let Ms. Little in and "threatened to call the police if I kept bothering her." Ms. Little then talked with other nurses, with the children's school nurse, the Crises Intervention Center at Strong Memorial Hospital in Rochester, the woman's landlady, and Ms. Kohler. "I think I made people aware of the problem. I wanted to try to gain rapport with her and help her become a good mother," Ms. Little said. Her other case was a woman with diabetes and other illnesses who had not gone back for a checkup after having a baby. She felt "they" didn't really care about you after you've had the baby. Ms. Little said her goals were to get the woman to go back for the checkup and to learn about child care. "I think it's going to take a lot of trying for her to get things together," Ms. Little said.

Sheila Markham helped a woman with diabetes learn how to take her medication and worked with the mother of a new-born baby, who was premature and who had jaundice. "The father was unfriendly and appeared emotionally unstable," she said. "The mother was passive but seemed to manage to get along. Living conditions were quite bad, the house was dirty. But the mother and her four-year-old child looked clean and the baby looked clean and well-cared for. The father was unemployed. I called Social Services and they sent a caseworker out and arranged for a grant and a Medicaid card."

Sharon Tinelli told about working with a forty-eight-year-old woman who was recovering from a stroke. "I spent a lot of time with her talking about her becoming more independent. Her husband and her seventeen-year-old daughter wanted to keep her dependent. The daughter had just dropped out of school and didn't have anything to do but take care of the house." Ms. Tinelli also spent time talking with the daughter about what she could do with her life, "but not lecturing her." She also worked with the mother of a premature baby whose biggest problem was confidence. "I spent most of my time with the mother, convincing her she could handle the baby" even though it looked very small and delicate. Her third case was a woman who had returned home from the hospital after surgery without any instructions on what to do to aid her recovery. She was fearful because she had been operated on when she was twelve and no one had told her what was going on. She still has scars from that operation. "She was fearful, but she follows everything she is supposed to do because she doesn't want the same thing to happen again."

Some of the cases sounded easy. Linda Christie, for example, visited a new mother who had just recovered from the flu, gave her some books on breast-feeding, and told her that she didn't have to eat enough for two people after she complained about sometimes not being able to stuff another bit of food into her mouth.

Other cases sounded very difficult. Kathryn Schlegel made several visits to a sixty-four-year-old woman who was confined to bed at home after a cancer operation. "She had been a very active person, and had plans to travel south to visit friends this spring. She had been in bed since December and had reached the stage of bargaining for time. She wanted two or three more years to travel. She would not stay in bed and was speaking of suicide. Now she's better and was hopeful about getting out of bed."

A case that Sandra Weber talked about showed that the nursing students who work with the Health Department have to learn more than medical care. She worked with a sixty-four-year-old woman who had heart trouble, diabetes, and other illnesses, but who, in Ms. Weber's opinion, was "overconcerned about her health problem." She wasn't as ill as she liked to make people believe she was. "I would call her in the morning and she would say she was having a heart attack," Ms. Weber said. "When I went out she was O.K."

As Ms. Weber talked about the woman, how she constantly complained about how her only living relatives, two cousins who "mistreated her," but still the cousins looked in on her regularly; about how the woman complained about her illness — a picture emerged of a lonely person who enjoyed the visits of the student nurses.

Ms. Kohler noted that the woman had been visited by several nursing students and has sent them all valentines.

"She insisted on making a set of pot holders for me," Ms. Weber said.

"Making them is good therapy for her," Ms. Kohler said, "and you can always use the pot holders." □



# LOOKING AHEAD

with the president,  
an interview



DR. ALBERT W. BROWN

**Brockport:** The education offered by public-supported colleges and universities has been changing at a remarkable pace in the last twenty-five years, and there is plenty of evidence that it will continue to change. In what ways will higher education be different in the future?

**Dr. Brown:** There will be many categories of difference. We might start with the people served. The range of differences among students will be much greater than has been true in the past. We're encountering this on our campus today — the presence of increased numbers of older students, for example. Many so-called minority groups not presently served will receive increased service as well.

The non-traditional student will be better able to pursue his education for several reasons. We are increasing the continuing education capacity for study without the full-time, residential student requirement. A student under these circumstances can study and be employed someplace else. One of the many time-variable programs will attract additional students. The in and out combination of work and education will allow for programs ranging from 30 months to 20 years. As an example, we've initiated the Mature Adult Program this year for the person beyond the traditional college age who may be retired, may be changing careers, or may wish to live a more full life, or would just like to get back and use the resources we call post-secondary education.

**Brockport:** Won't this in and out combination of work and study require some changes in society?

**Dr. Brown:** I would hope that the chance for retraining, sabbatical leaves, and intellectual refreshment would be increasingly looked on as a fringe benefit by labor and management. It could play an important part in the solution of the worker boredom and obsolescence problems.

**Brockport:** What effect will the non-traditional student have on the colleges and universities?

**Dr. Brown:** These students will have a tremendous impact upon the institutions themselves. When you have more mature, more career-oriented, more experienced people in the college community, they are going to be much more demanding in terms of the quality, nature, and focus of their work. They will insure accountability in a way it has not been assured in the past. It is quite different to bring a vast number of high school seniors into a college community than an experienced and mature cross section of society.

It's sort of third revolution in higher education in our lifetimes. The first was the return of the veterans after World War II. The veterans made an impact on higher education from which it has never recovered, thank goodness. The second revolution took place in the late 1960s and early 1970s when the student body expressed certain kinds of dissatisfaction with the nature of decisions and the way they were made. The involvement of the non-traditional student in higher education will probably result in another phase of self-criticism and refinement.



**Brockport:** It's certainly going to present some new challenges, not only for the college administration, but for the faculty.

**Dr. Brown:** The faculty will feel the burden most of all because those things which we have taught traditionally, and the ways in which we have taught them, will certainly be challenged by the majority of a critical audience.



**Brockport:** What other changes do you see in the future?

**Dr. Brown:** I think that there's another whole category of change in terms of organization. Over the last century, we've seen some remarkable changes in the way our education is organized. The land-grant colleges, which were intended to serve a rural population, took on additional responsibilities; service to private schools, agricultural, mining and forestry, and industrial centers. Normal schools and state teachers colleges moved from strictly teacher education to producing professional service personnel.

Five to ten years ago, we entered into a whole new system of statewide controls; the coordination of state colleges and the land-grant systems, and eventually into the private sector as well.

At this moment in New York State at a college like Brockport, I see several interesting levels of coordination. Administration and lines of authority for certain programs run from the federal government or the regional offices of the federal government, from the Regents of the State of New York, from the State University Trustees, and from the four Coordinating Areas within State University. Furthermore, we have the Rochester Area Colleges, Inc., which is a voluntary affiliation or federation of local schools, and the Regent's Regional Area group which pretty well coincides in time, space, and personnel with the Rochester Area Colleges.

It would seem to me that as the public sector, State University of New York and City University of New York, become major components of higher education in the State — and join with private colleges of the State — we're going to have to re-think the whole management of higher education or produce something quite different from the management of five or ten years ago.

We're off on a regional emphasis which sounds good, but which is fraught with the danger of becoming too provincial and of resulting in duplication of efforts among regions.

Another category of change concerns public support of education. I think this gets very close to management, but ultimately it's something which we have to consider separately. Traditionally, tuition and fee dollars with endowments supported the private sector of education, but that's no longer true today. It's a major decision to use tax dollars for subsidization of the private sector. If the source of the funding changes, then the reaction of institutions to different items will change, too.

**Brockport:** A recent Carnegie Foundation report recommends that the middle class take on directly a larger burden of higher education costs by being required to pay larger tuition bills at public-supported schools. Do you see this reinforcing the trends you've been describing?

**Dr. Brown:** Yes, very definitely. The people who spend a major portion of their income for higher education would be the middle class. They will probably become more demanding, in terms of returns from their investment in higher education. Middle class vocational standards will be inserted into the educational objectives.



**Brockport:** Are we drifting away from the concept of public higher education being made available at relatively low tuition rates?

**Dr. Brown:** We've polarized the basic formula for traditional public education tuition. At the bottom of the income scale, we offer nearly full support. New York citizens whose net annual taxable income is more than \$20,000 get little or no tuition subsidies for public education — and most likely don't need it. But there is an awkward stage between those who qualify for full support and those who have to pay full tuition, and that stage can be very difficult.

**Brockport:** You mentioned earlier that middle class vocational standings will be inserted into the educational objectives. Already the question is being posed: "What has my baccalaureate degree prepared me to do?" Is this a legitimate concern?

**Dr. Brown:** I think it's different from that. In real shorthand, American higher education concentrated on the liberal arts, the classics, up to the late Nineteenth Century. Then we put our emphasis on improving *things*—increasing corn and soybean production, fattening cows, taking people to the moon, and back. But we did a remarkably bad job with people in the institutions, with people who make decisions, and so forth. Probably the vocational needs of society in the future will deal with people as opposed to material things.

We have to extend this service concept in a broad sense. For example, we have people working on the urban scene doing area analyses and statistical summaries. They are obtaining information data which can help us to make decisions for society. All of this would appear to be quite technical, and quite vocational. In present day society, the key punch operator or a person who deals with analysis of data in terms of making decisions would be quite different from the person dealing with planning for a mechanical exploration or exploitation. The big trend now appears to be vocational,





towards the unfulfilled future needs of society as opposed to a greater emphasis on the more traditional vocations.

**Brockport:** How do you bring about some profound changes in education to meet these new needs of society?

**Dr. Brown:** First of all, you need in the decision making process of higher education as wise and able people as you can assemble who are allowed to work in an atmosphere of freedom and congeniality so that the negative factors will be as small as possible. You aim to evolve an understanding of the problems and hope that ideas and solutions which are good will be accepted. The accepted ideas and solutions are then incorporated into the curriculum and operation of the college.

**Brockport:** Can you bring about these changes as rapidly as required?

**Dr. Brown:** Certainly by the time the vast number of people become aware of the need for change, we probably are in a different cycle, and we're responding again to yesterday's problems. To anticipate ahead of time what the world will look like is extremely difficult.

On the other hand, there are indicators of the nature of future problems of higher education, as well as to the unfinished business of yesterday. At Brockport, for example, we are attempting to solve the problems of the so-called human service — the blending of medical and welfare services, the training of people who can deal with others not terribly verbal and in control of their destinies. We know that we are not serving these less fortunate people properly. We must pull together the knowledge from the traditional disciplines and use it much more effectively.

**Brockport:** Will this kind of study appeal — and be meaningful — to the coming generations of college students?

**Dr. Brown:** I think that as we get a greater spread of students involved in the decision-making process we will react better, changing educational cycles as they emerge. We will be better able to test some of the value and attractiveness of these developments.

The vocational aspect of higher education has to be interpreted rather broadly. We must recognize that people's careers change several times in a lifetime. We must prepare a person to not only gain initial employment, but to compete successfully in whatever position, at whatever level, he may aspire to and eventually achieve. ☐